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ABSTRACT

Reports and abstracts of research studies conducted by members of the Research Committee of the Texas Association of Junior and Community College Instructional Administrators are provided. Section I presents the following reports: "A Learner Analysis Experiment: Cognitive Style versus Learning Style in Undergraduate Nursing Education," by Charles M. Cranston and Barclay McCort of Amarillo College; "A Study of Faculty Status in Texas Junior and/or Community Colleges," by James W. Tunnell of East Texas State University; and "Psychological Traits of Community College Students and Their Media Preferences," by Dayton Roberts of Texas Tech University. Section II contains abstracts of 15 studies, which focus on student withdrawal from health occupations courses; the adoption of computer-assisted management information systems; the capital construction funding decision process for Wyoming's community colleges; an integrative process for strategic and operational planning, and resource allocation; job satisfaction of college faculty; the academic performance and persistence of vocational-technical students; administrator burnout; leadership competencies for development educators; teaching problem solving in physics; vocational choice of community college students; the history of Houston Community College; branch and parent campus relations; self-actualization and teaching effectiveness among community college instructors; Hispanic student retention; and faculty evaluation techniques. Part III lists dissertation/thesis titles of University of Texas at Austin students. (AYC)

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TEXAS ASSOCI- ATION OF JUNIOR AND COMMUNITY COL- LEGE INSTRUCTIONAL ADMINISTR- ATORS

THE
1984
REPORT
OF
THE
RESEARCH
COMMITTEE

JUNE, 1984

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JUNIOR AND COMMUNITY COLLEGE RESEARCH
TEXAS, 1983 - 1984

THE
1984 RESEARCH REPORT
TO
THE TEXAS ASSOCIATION
OF
JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS

BY
THE RESEARCH COMMITTEE
JUNE, 1984

ACKNOWLEDGEMENT

Annual costs for the Texas Association of Junior/Community College Instructional Administrators research activities have been funded in part from a \$2,000.00 endowment provided by the Association of Former Students of Texas A&M University.

PREFACE

A highlight of the Research Committee's Report this year is the analysis of the Faculty Status Survey compiled by Dr. James W. Tunnell. The Committee was disappointed in getting a response of only 70% of the Community College Districts and would like to encourage 100% participation in the next state-wide survey.

The Committee wishes to express appreciation to all contributors. The report this year again reflects research activities that have been conducted within local institutions as well as those conducted by faculty and graduate students in our universities.

It has been a pleasure to serve the membership of T.A.J.C.C.I.A. as Chairman of the Research Committee during the last four years. Without the cooperation and support of the membership, and especially the graduate faculty in education, this report would not be possible.

On behalf of T.A.J.C.C.I.A., I would like to express sincere appreciation to Patricia Clason, my secretary, who has meticulously and faithfully typed the report manuscript during the last four years.

Noel H. McCoy, Chairman
Research Committee

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I

INSTITUTIONAL STUDIES, PAPERS AND REPORTS

A LEARNER ANALYSIS EXPERIMENT: COGNITIVE STYLE
VERSUS LEARNING STYLE IN UNDERGRADUATE
NURSING EDUCATION

by

Charles M. Cranston
Barclay McCort
Amarillo College

A LEARNER ANALYSIS EXPERIMENT: COGNITIVE STYLE VERSUS LEARNING STYLE IN UNDERGRADUATE NURSING EDUCATION

The purpose of this study was to determine whether or not statistically significant differences existed among performance levels of beginning undergraduate nursing students when compared according to cognitive style and learning style subgroups. The sample consisted of 60 nursing students enrolled in an introductory clinical nursing course at a regional community college in the Southwest. Subjects were randomly assigned to experimental and control groups and were administered separate learner analysis instruments. The 30 students in the control group were given a cognitive style mapping assessment while the 30 students in the experimental group were given a learning assessment. The control group and experimental group were both given group interpretations of the learner analysis data. As with all nursing students at the College, the control group was allowed individual learning prescriptions by the instructor. The experimental group was allowed no further data interpretation. Both groups were to use the learner analysis data to assist them in completing the course.

Performance data were collected during the ensuing semester from five evaluations covering specified modules: "Basis Human Needs;" "Professional Ethics and Communications;" Emergency Care, Fluids, and Electrolytes;" "Death and Oncology;" and "Pharmacology." Analysis of the data with t-tests revealed no significant differences ($p=.05$) in performance among the experimental or control groups. Mean scores from the evaluation data did indicate a slightly higher performance level from the control group in 4 of the 5 modules.

INTRODUCTION

Much has been written about the problems pervasive within the teach/learn process. Student learning profiles have been the focal point of

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a great deal of research. The differences in the way students learn have been apparent for many years, but only in the last few decades have learning preferences of students been identified and compared. If one accepts the fact that teachers teach students rather than a specific discipline, then preferred methods of learning have implications for instruction. If students are assessed for their preferred cognitive/learning styles then we may readily understand how we can best assist the student in the learning process.

There has been, in the health care field, much discussion concerning the use of assessment tools for cognitive and learning style. There is, however, little evidence of research comparing the effectiveness of learning style versus cognitive style instruments in undergraduate nursing education. It is important to note that in health care fields, learning must be maximized to assure competent practitioners who have the necessary attitude, skills, and knowledge. It is imperative to provide the best possible match of teaching methods for learning preferences (Vittetoe, 1983).

Cognitive style differs somewhat from learning style in measurement criteria. Cognitive style may be defined as one's preferred way of receiving information or of gaining meaning from one's environment. Learning style focuses on student attitude toward learning, teaching method, teachers, and peer relationships (Ehrhardt, 1983; Partridge 1983). Presently, more research has been done on cognitive style than on learning style. More of this research has been conducted using the Modified Joseph Hill Model than any other instrument. The Modified Hill Model, developed for education, assesses student preferences in 28 areas, mapping their relative preference in one element over their preference in another. The 28 areas are divided into the following major components: Theoretical

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Symbols, Qualitative Symbols, Cultural Determinants, and Modalities of Inference (Ehrhardt, 1983).

Partridge (1983) reports most learning style research relevant to higher education has been done in the areas of: field independence/dependence, impulsivity/reflectiveness, preceptive/receptive, and systematic/intuitive (Partridge, 1983). Learning style instruments have also been developed to assess student attitude toward teaching methods and peer relationships such as the Grasha-Riechmann (1982). Six styles are measured by the Grasha-Riechmann Student Learning Style Scales: Independent, Dependent, Participant Avoidant, Collaborative, and Competitive. Generally, students prefer all six of the styles to some degree; no student prefers or adopts any one of the styles exclusively. According to Grasha (1972), "learners prefer certain styles, but this preference can and often does change depending on how the teacher structures the class."

Evidence supports the theory that students have definite preferences toward teaching methodology. In a study involving mostly medical technology students, the majority of students showed a preference for concrete and teacher-structured learning experiences. Students sampled who could find meaning from the spoken word, were capable of making decisions on their own and appeared to do well while studying independently (Mays, 1983).

Numerous studies relate how matching cognitive styles with teaching strategies can positively affect student academic success. As early as 1972, Lange reported that "the failure-withdrawal rate of matched groups was significantly different from the nonmatched and that the more elements present on a student's cognitive map, the greater is his/her chance of success in nursing education" (Rosenbloom, 1980).

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In a study with dental hygiene students comparing noncognitive and cognitive variables, it was found that cognitive variables accounted for the largest percent of variance in predicting student grade-point average, but that noncognitive variables also made a significant difference (Lee, 1983).

Within the literature, there is consistent reference to cognitive and learning style assessments in health care areas; however, little evidence is available as to whether a learning style inventory or cognitive map is more reliable or predictable in determining student success, as defined by improved grades. In developing an experiment with learner analysis, there were several questions that seemed to have not been answered:

1. Does giving cognitive style mapping data to students significantly improve performance in a beginning clinical course when compared to learning style data?
2. Does individual cognitive map interpretation by the instructor seem to have a significant impact on student performance?
3. Can students use learner analysis data on their own to improve learning skills and overall performance?

The purpose of this study was to determine whether or not a statistically significant difference existed among test scores of beginning nursing students in an undergraduate curriculum when compared according to cognitive style and learning style subgroupings. To conduct the study, a methodology was established allowing the comparison of an experimental and control group selected from an undergraduate nursing class at Amarillo College.

METHOD

Since the Associate Degree Program at Amarillo College regularly utilizes a variety of instructional resources, the Modified Joseph Hill Cognitive Style Map is employed with the students. Generally, a group interpretation

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of the map data is presented to a class by the instructor with individual interpretation and prescriptive learning information provided when needed. Preferences for learning are discussed with students in the group interpretation so they may more easily adjust to the instructional setting or environment. At the time of this experiment, no form of learning style instrument was being employed in the Nursing Program at the College.

To determine the subgroupings, a class of 60 ($N=60$) beginning nursing students was selected and students randomly divided into two groups. One group was isolated and administered the Modified Hill Cognitive Style Map while the other group was isolated and administered the Grasha-Riechmann Student Learning Styles Scales. Each group contained 30 students. Since all nursing students at Amarillo College are commonly given the Cognitive Style Map at the beginning of the program, the cognitive style group was selected as the control. The instruments were administered at the beginning of the Fall Semester, 1983, by the same instructor. Students in each group attended separate group interpretations of their respective assessment data. Students in each group were asked to use the interpretive data as they saw necessary to assist them in studying, completing assignments, or getting along with other students. The cognitive style group was also told that they could seek individual interpretations and learning prescriptions, if desired. No additional instructor interpretation was provided the learning style group. When interpretations were completed, the class resumed study with no follow-up of group interpretation.

During the fall semester, all students in the class were given exams over five learning modules covering specified competency-based criteria. The five modules were as follows:

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- Module I - Basic Human Needs
- Module II - Professional Ethics and Communications
- Module III - Emergency Care, Fluids, and Electrolytes
- Module IV - Death and Oncology
- Module V - Pharmacology

Student scores on the exams were recorded until the final module was completed at the end of the semester. When all scores were tabulated, they were subjected to a t-test for independence to determine whether or not statistically significant differences existed among the student groups. The level of significance was set at .05 for rejection of the hypothesis.

FINDINGS AND IMPLICATIONS

Analysis of the t-tests revealed that there was no statistically significant difference in scores among the two groups (Table 1); however, mean scores for the cognitive style group were slightly higher than those in the learning style group except for Module III. Mean scores for that module were slightly higher for the learning style group than the cognitive style group.

TABLE 1
Comparison of Student Performance by
Learner Analysis Instruments
Degrees of Freedom = 58
(N=60)

Module	(N=30) GRSLSS		(N=30) Modified Hill		t
	$\bar{X}$	s	$\bar{X}$	s	
I	74.60	7.45	76.63	6.42	-1.133
II	70.53	8.63	71.00	8.45	- .212
III	72.53	9.13	71.17	8.67	+ .595
IV	67.20	9.47	72.03	9.32	-1.992
V	80.47	5.36	81.07	8.17	- .336

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The data seems to suggest little difference in performance between the two groups. The cognitive style group while able to have personal contact with the instructor for interpretation and learning prescription did not show significant improvement over the learning style group. The cognitive group seemed to achieve only slightly higher scores when assessed on Module I and Module IV.

Findings reveal that nursing student who were in the learning style group performed comparably with the cognitive group. Since the learning style student interpretation data was not followed up by personal contact by the instructor, perhaps a future study involving that variable would indicate significant improvement in performance. Personal instructor contact for the cognitive style group did not appear to give those students a sizable advantage in the class. It could also be assumed that students in the learning style group were probably equally motivated and were equally aware of some learning preferences.

The authors recommend further study be made in the use of multiple learner analysis instruments as follows:

1. inclusion of instructor follow-up with all learner analysis instruments,
2. correlation of attitudinal data and personality profiles with cognitive and learning styles,
3. integration of a third group with no learner analysis treatment, and
4. comparative analysis among advanced clinical students as well as students in other disciplines.

Perhaps the greatest single advantage in using a learner analysis instrument

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is that the teacher becomes more aware of each student as an individual learner. In academic programs using a variety of instructional resources and technology such as nursing education, use of any instrument that provides learner data is helpful. In instructional programs using a variety of environmental learning modes, an assessment of both student attitude and cognitive preference toward learning may be employed. Generally, a close study of instructional strategy, resources utilization, course goals and outcomes should be an indicator of the type of learner analysis tool needed. Anticipation is that increased student performance will result in a broader understanding of the learning process by both student and teacher.

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A STUDY OF FACULTY STATUS IN TEXAS
JUNIOR AND/OR COMMUNITY COLLEGES

by
James W. Tunnell
East Texas State University

A STUDY OF FACULTY STATUS IN TEXAS JUNIOR AND/OR COMMUNITY COLLEGES

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2. What formula do you use for equating lab hours with lecture hours (3:2, 2:1, etc.)?
- a. In transfer courses, like biology laboratory. 2.5:1
- b. In vocational courses, like welding laboratory. 2.6:1
3. If factors other than contact hour or semester hour are utilized in determining teaching loads, please check the most appropriate from the following list and explain how they affect load.
- Class size 21%
- Instructional format 12%
- Number of preparations 14%
- Number of new preparations 0
- Other (explain) 9% - See Note #1.
- Appendix #1
4. Do you require your full-time faculty to be available for teaching in the evening? YES 85% NO 15%
- Do you require your full-time faculty to be available for teaching off-campus courses? YES 66% NO 34%
5. How many of your full-time faculty have an evening class assignment?
- As part of regular assignment without extra pay 29%
- As an overload with extra pay 20%
6. How many overload semester credit hours do you allow faculty members to teach each semester? 4.3
7. What is the range of overload pay per semester hour? Bachelor's \$298
- Master's \$344
- Doctorate \$359
8. In addition to the required teaching load, how many on-campus hours do you require of the faculty each week? 20
- How many of these hours are open office hours to students? 14
- How many are closed or "other activity" hours? 6
9. Do you require an instructor to take reduced load and salary if the instructor is taking graduate course work? YES 5% NO 95%
- If so, briefly state your policy. (For example: two-fifths load reduction to take nine hours.)

(See Appendix #2)

10. Do you give reduced teacher loads or extra pay to faculty members involved in any of the following activities? (For example: If you reduce the load of an instructor involved in an innovative project but do not provide that instructor extra pay, leave the Extra Pay column blank, and put the amount of reduction in the Reduced Load column. Use institutional averages as much as possible.)

	<u>EXTRA PAY</u>	<u>REDUCED LOAD</u>
	<u>Amount</u>	<u>Amount</u>
Innovative Projects	<u>14%</u>	<u>23%</u>
Curriculum revision	<u>21%</u>	<u>21%</u>
Holding an office in professional organizations	<u>0</u>	<u>5%</u>
Funded research activities	<u>0</u>	<u>9%</u>
Administrative duties:		
division chairman	<u>56%</u>	<u>49%</u>
department chairman	<u>47%</u>	<u>21%</u>
athletic director	<u>19%</u>	<u>35%</u>
athletic director		
vo/tech coordinator	<u>19%</u>	<u>14%</u>
Drama or musical productions	<u>23%</u>	<u>26%</u>
Coach or director of competitive activities	<u>21%</u>	<u>40%</u>
Sponsoring a student organization	<u>9%</u>	<u>7%</u>
Other - <u>See Note #2, Appendix #1)</u>	<u>7%</u>	<u>9%</u>

11. What is your average class size in the following areas?

English Composition	<u>25</u>
Other Communications Courses	
English Literature	<u>27</u>
Applied Communications	<u>21</u>
Journalism	<u>14</u>
Speech	<u>21</u>
Social Sciences	
Government	<u>32</u>
History	<u>32</u>
Psychology	<u>30</u>
Sociology	<u>27</u>
Fine Arts Courses	
Art	<u>15</u>
Drama	<u>13</u>
Music	<u>14</u>

Technical	20
Vocational	20
Allied Health	19
Sciences	28
Mathematics	26
Basic or Developmental Studies	19
Physical Education	23
Laboratories	24
Sciences	24
Business	16
Fine Arts	21
Other	

12. Please list the number of your faculty in the following categories:
(4,978 full time and 2,197 part-time reported)

	Full-time Staff	Part-time Staff
No baccalaureate degree	8.6	11.4
Bachelor's degree	11.9	25.2
Master's degree	38.7	47.3
Master's plus 30 hours	18.5	7.3
Master's plus 60 hours	8.3	1.5
All but dissertation	1.2	.1
Doctorate	12.8	7.3

13. Please list number of your faculty that came to you from a background of one of the following. Use the most recent background.
(2,444 full time and 1,387 part-time reported)

	Full-time Staff	Part-time Staff
Teaching in a four-year college	6.3	3.3
Teaching in a secondary school	28.8	30.5
Graduate school student	18.3	6.1
Retired military service	3.0	10.2
Business & industry	31.5	46.8
Teaching in a community college	12.1	3.1

14. What professional growth activities does your college require or encourage of faculty members? Check the appropriate response.

	REQUIRE	ENCOURAGE
College credit courses	21%	72%
In-service programs	56%	39%
Workshops (at local, state or regional level)	19%	81%

Attendance at professional meetings	<u>2%</u>	<u>95%</u>
Travel	<u>0</u>	<u>72%</u>
Visitations to other colleges	<u>0</u>	<u>79%</u>
Writing for publication	<u>0</u>	<u>44%</u>
Curriculum development projects	<u>7%</u>	<u>72%</u>
Sabbatical leaves	<u>0%</u>	<u>21%</u>

15. If you require any of the activities listed in the question above, please check the column that most appropriately describes the frequency of requirement.

	Annually or more often	Every 2 years	Every 3 or more years
College credit courses	<u>11%</u>	<u>0</u>	<u>89%</u>
In-service programs	<u>96%</u>	<u>4%</u>	<u>0</u>
Workshops (at local, state or regional level)	<u>72%</u>	<u>14%</u>	<u>14%</u>
Attendance at professional meetings	<u>0</u>	<u>0</u>	<u>0</u>
Travel	<u>0</u>	<u>0</u>	<u>0</u>
Visitations to other colleges	<u>0</u>	<u>0</u>	<u>0</u>
Writing for publication	<u>0</u>	<u>0</u>	<u>0</u>
Curriculum development projects	<u>75%</u>	<u>25%</u>	<u>0</u>
Sabbatical leaves	<u>0</u>	<u>0</u>	<u>0</u>

16. What incentive does your college provide that will encourage a faculty member to undertake improvement on his/her own? Check all that apply.

Regular salary schedule increment for graduate courses	<u>95%</u>
Travel and per diem to appropriate meetings	<u>95%</u>
System of merit pay	<u>5%</u>
Arranging for substitute teacher	<u>67%</u>
Arranging for publicity of an individual instructor's achievements	<u>70%</u>
Funding of special projects	<u>53%</u>
Staff development salary increment (credit for in-service activities)	<u>21%</u>

17. Do you have a formal orientation program for part-time instructors:

YES 72% NO 28%

How long is it? (hours, days, etc.)

2 hrs.

18. If you answered YES to Question 17, check the areas included in the orientation program:

Attendance policy	94%
Grading policy	94%
Learning theory	35%
Description of student body	58%
Counseling and guidance program	71%
Content of courses to be taught	55%
Institutional philosophy	97%
Availability of media	84%
College business office procedures, policies and expectations	94%

19. Which of the following out-of-class activities are part-time faculty required to participate in?

Office hours	23%
Committee assignment	12%
Faculty meetings	23%
Departmental meetings	33%
Other	21%

20. Do you have a full-time staff development officer? YES 12% NO 88%

21. Do you have a part-time staff development officer? YES 24% NO 76%

22. Do you have a regularly scheduled program of staff development (in-service training) for your entire faculty? YES 76% NO 24%

23. How many days are devoted to staff development for faculty each year? 3 1/2 days

24. If you answered YES to Question 22, check any of the following factors that apply to your program:

Planned by teachers only	9%
Planned by administrators only	25%
Planned by teacher-administrative committee	78%
Release time for faculty is provided	47%
Adequate financial resources are provided	75%

25. Check the practices most frequently employed in your in-service program:

Conferences	46%
-------------	-----

Consultant services	56%
Demonstration teaching	14%
Exchange teaching	2%
Intervisitations	12%
Extension or evening courses	14%
Faculty meetings	56%
On-going orientation program	26%
Preparation and evaluation of instructional materials	30%
Faculty reports on innovative projects they are conducting	40%
Other	12%

26. Which of the following components are included in your faculty evaluation process? Check all that apply.

Student evaluation	88%
Self-evaluation	67%
Peer-evaluation	5%
Evaluation by supervisor	88%
Annual evaluation conferences of instructor with supervisor	79%
Statement of conference results signed by instructor and supervisor	63%
Direct classroom observation	51%

27. Annual evaluation conferences are held with:

All faculty members	84%
Only marginally-performing faculty members	16%
None of the faculty members	0

28. Do faculty members formally evaluate their supervisors in your institution? YES 58% NO 42%

TENURE AND FRINGE BENEFITS

29. Do you have a faculty tenure policy? YES 53% NO 45%
 What percentage of your faculty has tenure? 63%
 Do you have a retrenchment/reduction in force policy? YES 54% NO 46%

30. If you answered YES to the above item, check the following factors which could be used to describe your tenure policy.

Tenure granted after years
 (Please indicate number of years) 3.5 yrs.

Granted by board only	68%
Granted by president only	5%
Granted by faculty committee	0
Granted by faculty committee with president's approval	0
Granted by president, after departmental recommendation	18%
Renewable multi-year contract (Please indicate duration of contract _____)	Every 3 years

31. If you have a sick leave policy, briefly describe its components, such as ten days annually, cumulative to 60 days.

1 day per month
cumulative to average of 63 days

32. If you have a sabbatical leave policy, check any of the following factors which could be used to describe it:

Five or more years of service to the college required for eligibility	21%
Maximum of one semester duration	12%
Maximum of two semesters duration	28%
Required to return to your college after sabbatical for 1 or more years of service	28%
Granted at one-half of salary	23%
Granted at full salary	14%
Other (See Note #3, Appendix #1)	19%

33. Please check the following fringe benefits available to your faculty that are partially or wholly financed by the college:

	Full-time Faculty	Part-time Faculty
Medical insurance	100%	2%
Faculty travel (to meetings, workshops, etc.)	95%	2%
Sick leave	98%	12%
Secretarial assistance	81%	30%
Dental insurance	63%	5%
Maternity leave	84%	0%
Military leave	70%	5%
Reserved faculty parking	38%	21%

Social Security	<u>37%</u>	<u>7%</u>
Life insurance	<u>98%</u>	<u>5%</u>
Sabbatical leave	<u>42%</u>	<u>0%</u>
Bereavement leave	<u>91%</u>	<u>2%</u>
Reduced or free tuition	<u>58%</u>	<u>7%</u>
Personal leave	<u>63%</u>	<u>2%</u>
Others <u>(See Note #4, Appendix #1)</u>	<u>2%</u>	<u>2%</u>

SALARY INFORMATION

34. Please list your minimum and maximum faculty salaries for nine months according to the following breakdown, along with annual increment and number of increments in each column.

Bachelor's	Master's	Master's ± 30	Master's ± 60	Doctorate
Min. Max.	Min. Max.	Min. Max.	Min. Max.	Min. Max.
\$16,737/21,314	\$18,333/23,675	\$19,802/25,815	\$20,427/28,592	\$22,209/29,316
annual increment	annual increment	annual increment	annual increment	annual increment
\$ 350	\$ 365	\$ 365	\$ 373	\$ 385
maximum number of increments	maximum number of increments	maximum number of increments	maximum number of increments	maximum number of increments
12.5	14	17	17	18

35. What is the average 9 month salary for full-time instructional personnel in your institution this year? (1982-83) \$ 23,664
(Min. \$17,000/Max. \$30,132)
36. Does your institution have a faculty ranking system (professor, associate professor, assistant professor, instructor)? YES 14% NO 86%
37. What salary increment is given for each rank:
Professor \$756

Associate professor	<u>\$373</u>
Assistant professor	<u>\$301</u>
Instructor	<u>\$386</u>

38. What is the part-time faculty salary:

Per course?	<u>\$1,070</u>
Per contact hour?	<u>\$ 15</u>
Per credit hour?	<u>\$ 272</u>

39. What is your over-all institutional FTE faculty ratio to FTE students?

1:20
(Min, 1:13/Max. 1:28)

APPENDIX #1

NOTE #1

Additional factors other than contact or semester hour utilized in determining teaching loads:

- 5 lecture or 4 lecture, 1 lab courses
- Department heads with 10 or more in division teach one less course; Vo-Tech Department Heads teach 12 hours
- Course load reduction for administrative duties and/or special projects
- Administrative responsibilities

NOTE #2

Additional activities for which reduced teacher loads or extra pay are given:

- Accreditation study
- Publications, Superintendent of College Forum
- Part-time faculty supervisor
- Coordination of Texas College Art Show
- Self-Study Chairman
- UIL Director
- President of Academic Senate
- Chairperson, Self-Evaluation Committee, Southern Association

NOTE #3

Other factors describing requirements for sabbatical leave:

- 3 or more years' service required for eligibility
- Must be able to complete degree in one year
- Two or more years' service required
- Maximum of two year's duration
- Granted without salary
- Leave for study for one year with no pay
- Leave for two semesters @ half salary

APPENDIX #1 (Continued)

NOTE #4

Other fringe benefits available to faculty that are partially or wholly financed by the institution:

- Pension plan in lieu of social security - employee pays 7%
- Retirement plan in lieu of social security
- Course fee waived; books free
- Long range disability insurance (pay 1/2)
- Credit union membership
- Disability insurance
- Jury duty
- Annuity plan - alternative to social security
- 7% tax sheltered annuity

APPENDIX #2

Policies requiring instructor to take reduced load and salary if instructor is taking graduate course work:

- If instructor teaches more than six hours, specifics will be negotiated.
- If instructor teaches one course, there is no reduction. If instructor teaches more than one course, specifics are negotiated.
- For salary reclassification of full-time faculty, the maximum credit accepted is four units in any one semester of the academic year. Under certain conditions, the college President may approve up to six units in one semester.

COMPARATIVE ANALYSIS OF SELECTED CATEGORIES

1979-80 vs. 1982-83 FACULTY STATUS STUDY

	<u>1979-80</u>	<u>1982-83</u>
Number of Respondents	48	43
Total Full-Time Faculty Reported	4,903	4,873
Average Number of Full-Time Faculty	102	113
Total Part-Time Faculty Reported	5,370	5,677
Average Number of Part-Time Faculty	112	139
Average Part-Time Faculty in FTE	35	71
Average Head Count - Fall Enrollment	4,209	5,003
Average Academic Contact Hours - Fall	456,411	500,138
Average Occupational Contact Hours - Fall	339,304	378,718
Average Full-Time Instructional Load		
Contact Hours	20	19
Semester Hours	16	15
Average Occupational Load	23	24
Factors Other Than Contact or Semester Hours Which Determine Teaching Load		
Class Size	23%	21%
Instructional Format	15%	12%
Number of Preparations	15%	14%
Number of New Preparations	9%	0%
Other	15%	9%
Full-Time Faculty Available to Teach Evening Classes	87%	85%
Full-Time Faculty Available to Teach Off-Campus Classes	70%	66%
Full-Time Faculty Having Evening Class Assignments		
Without Extra Pay	40%	36%
With Extra Pay	29%	27%
Average Teaching Overload Allowed	4.1 hrs.	4.3 hrs.

	<u>1979-80</u>	<u>1982-83</u>
Average Overload Pay Per Semester Hour	\$269	B-\$298 M-\$344 D-\$359
Average Salary Information (Nine Months)		
BA Minimum	\$11,922	\$16,737
BA Maximum	\$15,989	\$21,314
MA Minimum	\$12,839	\$18,333
MA Maximum	\$17,314	\$23,675
Doctorate Minimum	\$15,382	\$22,209
Doctorate Maximum	\$21,395	\$29,316
Average Annual Increments		
Bachelors	\$ 304	\$ 350
Masters	\$ 306	\$ 365
Doctorate	\$ 320	\$ 385
Average Nine-Months' Instructional Salary	\$17,043	\$23,644

PSYCHOLOGICAL TRAITS OF COMMUNITY COLLEGE STUDENTS
AND THEIR MEDIA PREFERENCES

by

Dayton Y. Roberts
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PSYCHOLOGICAL TRAITS OF COMMUNITY COLLEGE STUDENTS AND THEIR MEDIA PREFERENCES

The disparity between the psychological traits (i.e. personality types) of community college faculty and their open door students has been well documented, especially in a widely published MBTI study of 354 community college faculty and 395 first term community college freshmen (available from the author). Other data collected on the 335 students in this study had never been published until 1982 though they had been used in MBTI workshops since 1979. These data relate to the forced-rank-order of preference that the 335 students gave to the following list of 13 instructional media: lecture; discussion; small group work; audio recordings; readings (texts, articles); programmed instruction; tutorial; symbols (maps, charts, diagrams); pictures/slides; motion pictures/TV; environmental; field trips/demonstrations/role playing; and laboratory work.

Students' significantly most preferred media and least preferred media were then matched with their MBTI personality types. (See Table 1,) Those media most frequently ranked number one or number two are depicted in the top half of each cell in the type table and those media most frequently ranked number twelve or number thirteen are depicted in the bottom half of each cell. When the frequency of high or low rankings was tied a third medium of instruction was included in the top half or bottom of a cell.

The findings should interest teachers at all levels, especially those at the college level where such a high percentage of the instruction is conducted through lectures, readings and discussions.

Among the eight intuitive (N) types seven significantly preferred reading as an instructional medium. Intuitives comprise approximately 25 percent of the total population. Among the eight sensing (S) types none preferred

PSYCHOLOGICAL TRAITS OF COMMUNITY COLLEGE STUDENTS AND THEIR MEDIA PREFERENCES

reading to a significant degree and one type--the extravert, sensing, feeling perceptive (ESFP)--significantly rejected reading as a preferred method for learning. Sensing types comprise approximately 75 percent of the total population.

Only two of the 16 types significantly preferred the lecture as a medium of instruction--the extravert, sensing, thinking, judging (ESTJ) types and the introvert, intuitive, feeling, perceptive (INFP) types. Since these are opposite types this would appear to be contradictory, but not necessarily so. ESTJ's tend to like to lecture and INFP's like to listen to good lectures so both rated lecture high as a medium of instruction.

Audio, described to the 335 students as the mechanical reproduction of sound by records, tapes, or radio, was the surprise finding in this study. Fourteen of the 16 types significantly rejected audio as a medium of instruction.

The findings of this study indicate clearly that the sensing (S) types who comprise approximately 75 percent of the "open door" student population in our colleges prefer, perhaps even demand, instructional processes that play to their basic senses.

Intuitive (N) types, although they tend to be natural readers and exhibit a strong preference for reading, also express significant preference for some of the action and sense oriented instructional media. This appears to be a clear mandate to employ a multimedia approach in our teaching as we attempt to "personalize the college learning climate."

PSYCHOLOGICAL TRAITS OF COMMUNITY COLLEGE STUDENTS AND THEIR MEDIA PREFERENCES

TABLE I

Most Preferred and *Least Preferred* Media
of Each Personality Type among
335 First-Term Community College Freshmen

ISTJ N=27(8.1%) Labs Demonstra- tions <i>Lectures</i> <i>Audio</i>	ISFJ N=31(9.2%) Discussions Tutorials <i>Symbols</i> <i>Audio</i>	INFJ N=7(2.1%) Tutorials Pictures/ Slides <i>Symbols</i> <i>Audio</i>	INTJ N=9(2.7%) Readings Tutorials <i>Field Trips</i> <i>Audio</i>
ISTP N=14(4.2%) Demonstra- tions Labs <i>Audio</i> <i>Discussions</i>	ISFP N=26(7.8%) Demonstra- tions Role Play- ing Labs <i>Discussions</i> <i>Lectures</i>	INFP N=16(4.8%) Discussions Lectures Readings <i>Audio</i> <i>Motion Pic- tures</i>	INTP N=11(3.3%) Tutorials Readings <i>Audio</i> <i>Small Group Work</i>
ESTP N=19(5.7%) Demonstra- tions Role Play- ing Motion Pic- tures/TV <i>Audio</i> <i>Programmed Instruction</i>	ESFP N=32(10.0%) Small Group Work Motion Pic- tures/TV <i>Programmed Instruction</i> <i>Readings</i>	ENFP N=11(3.3%) Small Group Work Discussions Readings <i>Symbols</i> <i>Diagrams</i> <i>Audio</i>	ENTP N=6(1.8%) Discussions Readings <i>Audio</i> <i>Demonstra- tions</i> <i>Role Play- ing</i>
ESTJ N=51(15.2%) Lectures Labs Demonstra- tions <i>Audio</i> <i>Small Group Work</i>	ESFJ N=46(13.7%) Labs Tutorials <i>Audio</i> <i>Lectures</i>	ENFJ N=15(4.5%) Readings Field Trips <i>Audio</i> <i>Discussions</i>	ENTJ N=14(4.2%) Demonstra- tions Readings <i>Discussions</i> <i>Audio</i>

Note: Most preferred media are in regular type.
Least preferred media are in italics.

II

ABSTRACTS

ACADEMIC FACTORS WHICH RELATE TO THE WITHDRAWAL
OF STUDENTS IN COMMUNITY COLLEGE
HEALTH OCCUPATIONS COURSES

by

Diane Krueger Troyer
The University of Texas at Austin, 1983

Supervising Professor: John E. Roueche

Academic progress patterns of community college health occupations students including academic performance, course attendance, prior college experience, and demographic characteristics, were utilized in the study of student persistence and withdrawal. Major emphasis of the study was course attrition of allied health and nursing students which represents a functional alteration of goal commitment. Of particular emphasis was the degree to which academic profiles differ between voluntary or student-initiated withdrawals and academic or instructor-initiated withdrawals and students who successfully complete the course.

The population studied included 662 allied health and nursing students at El Paso Community College, El Paso, Texas. 64% of the population studied were Mexican-American or other minority. Fourteen variables which related to academic progress were examined including course average, grade point average in program, hours enrolled per semester, absences in major courses, previous grade points earned, previous credits earned, previous withdrawals, reading level, mathematics skills, sex, ethnicity, marital status, and age. These variables were compared for voluntary withdrawals, academic withdrawals, persisters, and program withdrawals.

The results of the research indicate that there are statistically significant differences between voluntary withdrawals and persisters. Academic progress is a significant factor in differentiating the voluntary withdrawal. Academic skills differentiate between persisters and withdrawals and voluntary withdrawals have lower mathematics skills than persisters. Voluntary withdrawals

ACADEMIC FACTORS WHICH RELATE TO THE WITHDRAWAL
OF STUDENTS IN COMMUNITY COLLEGE
HEALTH OCCUPATIONS COURSES

are less likely to be enrolled as full-time students and are older than persisters. When academic skills are held constant, there is no relationship between withdrawal and persistence and ethnicity, sex or marital status. Withdrawals and persisters can be differentiated primarily on the basis of course average, academic progress and enrollment patterns, previous college work, and reading level.

A GROUNDED THEORY STUDY OF THE PROCESS EMPLOYED IN THE
ADOPTION OF A COMPUTER-ASSISTED MANAGEMENT INFORMATION
SYSTEM IN AN INSTITUTION OF HIGHER EDUCATION

by

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The University of Texas at Austin, 1983

Supervising Professor: George A. Baker, III

Utilization of computer technology by administrative management in educational organizations often falls short of the potential value of that technology. Research indicates that the decision-making and implementation process is critical in determining the successful adoption of a computer-assisted Management Information System (MIS). This study investigated the decision-making and implementation process for a computer-assisted MIS at an educational institution in the Pacific Northwest where the MIS was perceived, by management-level users of that system, as successfully adopted by that organization.

The following research questions were answered by this ex post facto case study which grounded the data in change adoption and effective group decision-making theoretical models. Behavioral event interviewing, and thematic content analysis techniques were included in research methodologies.

1. What was the sequence of events leading to the adoption of the computer-assisted MIS?
2. What role was played by the chief decision makers in the adoption of the computer-assisted MIS?
3. What was the nature of the decision-making process employed to adopt the computer-assisted MIS?

This study examines reported behaviors and perceptions among individuals identified as instrumental in the MIS adoption process at the subject institution. The findings identified a chronology of events including: articulation of needs, allocation of funds, purchase of hardware, and implementation of the new system. Stages of concern, combined with

A GROUNDED THEORY STUDY OF THE PROCESS EMPLOYED IN THE
ADOPTION OF A COMPUTER-ASSISTED MANAGEMENT INFORMATION
SYSTEM IN AN INSTITUTION OF HIGHER EDUCATION

level of use, were identified and analyzed to determine the collective roles played by decision makers which included: determination of needs, assemblance of users for information sharing, making process decisions, and managing and facilitating the use of the new hours of concentration required by this study.

To all of my family, my friends, and my colleagues, I wish to express my deepest gratitude for the experience we have shared as a result of this academic endeavor.

AN ANALYSIS OF THE CAPITAL CONSTRUCTION FUNDING
DECISION PROCESS FOR WYOMING'S COMMUNITY COLLEGES

by

Cathryn Louise Addy, Ph.D.
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Supervising Professor: George A. Baker, III

The purpose of this study was to analyze and evaluate the present process by which capital construction funds are allocated to Wyoming's seven community colleges. Although a state statute outlines the formula to be used for the distribution of these funds (one-half divided according to F.T.E. enrollments, one-fourth divided equally, one-fourth divided at the discretion of the Wyoming Community College Commission), there has been considerable discussion about two of the three parts of the formula. Therefore, this study was designed to answer the following research questions:

What is known about community college funding patterns?

How and why are formulas applied to funding decisions?

What is the role of the state governing agency in capital funding decisions?

Is there a standard definition of F.T.E. used in formula funding?

What is the current capital funding decision process in Wyoming?

Methods utilized to answer the questions posed included a survey of selected states with certain similarities to Wyoming economically and demographically, interviews with the presidents of Wyoming's community colleges, and interviews with the Wyoming Community College Commission. Based on those steps and the literature reviewed, specific recommendations were made which were intended to improve upon the present decision process within the framework of the presently applied formula. Specifically, it was determined that there needed to be firmer boundaries established for

AN ANALYSIS OF THE CAPITAL CONSTRUCTION FUNDING
DECISION PROCESS FOR WYOMING'S COMMUNITY COLLEGES

the inclusion of non-credit activities in the F.T.E. formula with some suggestions for such boundaries. It was also recommended that more guidelines needed to be established for the allocation of the discretionary portion of the formula, and suggestions for such guidelines were made. Finally, the Wyoming Community College Commission was urged to take more of a leadership role in determining the direction community college education is to take in Wyoming in the next decades.

It was not within the scope of the study to test the recommendations made; the authority for any changes adopted is only within the purview of the Wyoming Community College Commission.

AN INTEGRATIVE PROCESS FOR STRATEGIC PLANNING, OPERATIONAL
PLANNING, AND RESOURCE ALLOCATION IN A MULTI-COLLEGE
COMMUNITY COLLEGE DISTRICT

by

Kay McCullough Moore, Ph.D.
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Supervising Professor: George A. Baker, III

The purpose of the study was three-fold: (1) to define a normative process process for strategic planning, operational planning, and resource allocation in a multi-college community college district; (2) to implement the process and compare that implementaion to the normative model; and (3) to derive conclusions and formulate recommendations which could be useful both in future practice and in further research. In the description of the normative process, special emphasis was given to (1) the need for congruence of the process with the organizational structure and decisionmaking mechanisms of the two-year college; (2) the need for appropriate participation in the process by consultant groups both internal and external to the institution; and most important (3) the need to establish strong, demonstrable linkages between strategic and operational planning and between planning efforts and the allocation of fiscal, physical and human resources.

The process was implemented during the 1982-83 academic year in the Alamo Community College District, a public, multi-college institution in San Antonio, Texas. The normative and descriptive processes were then contrasted in terms of three frameworks for decisionmaking analysis: rational, organizational, and political (Allison, 1971). Findings of the study included the identification and description of (1) critical decision points in the planning/resource allocation process; (2) ways of structuring participative involvement; (3) specific mechanisms for establishing linkages among strategic planning, operational planning, and resource allocation; and (4) realistic constraints affecting the implementation of the process, again viewed from the rational, organizational, and political perspectives.

AN INTEGRATIVE PROCESS FOR STRATEGIC PLANNING, OPERATIONAL
PLANNING, AND RESOURCE ALLOCATION IN A MULTI-COLLEGE
COMMUNITY COLLEGE DISTRICT

Discussion and conclusions emphasized the importance of consensus-building and institutional priority-setting in the planning process and the need to recognize those activities as essentially political endeavors carried out within a rational framework. Also seen as important were the maintenance of strategic flexibility and the identification of means through which limited resources may be reallocated to meet the institution's high priority objectives.

AN INVESTIGATION OF ELEVEN JOB SATISFACTION VARIABLES
AS THEY PERTAIN TO FULL-TIME COMMUNITY COLLEGE FACULTY

by

Katherine Ann McDonald Gonnet
North Texas State University, 1983

Major Advisor: Dr. Bob W. Miller

The purpose of this study was to investigate eleven variables of job satisfaction of full-time two-year public community college faculty members as they related to gender and length of service. The population consisted of 502 full-time community college faculty employed in eleven community colleges across the United States during 1980-82. The questionnaire consisted of 63 questions selected from the HEMI Faculty Attitude Survey. Responses to the items were on a scale of 1 to 8. The Herzberg theory of job satisfaction provided the theoretical base for the selection of the items from the HEMI questionnaire by a panel who categorized the items under the following headings: recognition, responsibility, advancement, the work itself, the possibility of growth, salary, working conditions, status, company procedures, quality of supervision, and quality of interpersonal relations.

Multivariate analysis of variance and factor analysis were used to analyze the data. Analysis of variance and Tukey-B procedures were used in the follow-up investigations. The two independent variables were gender and five levels of length of service at the institution. The dependent variables were the eleven job satisfaction variables and job satisfaction factor scores.

The findings of the study indicated that there were significant interaction effects between gender and length of service of full-time faculty on the eleven job satisfaction variables. Also factor analysis identified two factors of job satisfaction as the job itself and the interpersonal relationship. There were significant interaction effects between gender and length of service on the job satisfaction factor scores.

AN INVESTIGATION OF ELEVEN JOB SATISFACTION VARIABLES
AS THEY PERTAIN TO FULL-TIME COMMUNITY COLLEGE FACULTY

Based on the findings of this study, the following recommendations were made for community colleges. In order to improve job satisfaction in the community college should involve veteran faculty in "quality circles" to improve academic services; supervisors of veteran male and female faculty should attend to the recognition needs of these two groups; and veteran faculty members need to be encouraged to participate in professional growth activities at the institution.

A STUDY OF ACADEMIC PERFORMANCE AND PERSISTENCE
OF COMMUNITY COLLEGE VOCATIONAL-TECHNICAL STUDENTS

by

Susan Pearson
University of Houston, 1982

Dissertation Chair: Dr. Gene Atkinson
Professor of Educational Administration

Purpose of the Study

This study was undertaken to investigate the relationship of academic performance and persistence in certain vocational-technical programs utilizing the Career Ability Placement Survey, the ACT Assessment, and the biographical variables of age, sex, ethnicity, educational major, full-time or part-time enrollment status, intentionality, and socio-economic status.

The sample population represented 776 students enrolled at a community college in one of the following technical programs: air-conditioning, automotive/diesel mechanics, drafting, electronics, and welding. The students were enrolled from June, 1979 through December 1981.

The primary statistical procedure was multiple regression. Other statistical procedures included cross-tabulation, Pearson Correlation Coefficient, and the t test.

Positive correlations were found with the Career Ability Placement Survey subtests and certain vocational-technical programs for declared majors. The highest correlations were found in the fields of electronics, welding, and automotive/diesel mechanics. The CAPS subtests: mechanical reasoning, spatial relations, numerical ability, and perceptual speed and accuracy appeared to predict academic performance

A STUDY OF ACADEMIC PERFORMANCE AND PERSISTENCE OF COMMUNITY COLLEGE VOCATIONAL-TECHNICAL STUDENTS

in this specific study.

The biographical data used in this study (sex, age, ethnicity, educational major, enrollment status, socioeconomic status, intentionality), either separately or in combination, were not found to be significant predictors of persisters, stopouts, and dropouts with the sample study. Educational status and intentionality had the highest correlations.

A positive correlation was found between the ACT English and CAPS language usage and the ACT English and CAPS word knowledge. The ACT English subtest tended to be a predictor of performance in developmental English, and CAPS language usage tended to be a predictor of performance of freshman English.

The difference between vocational-technical majors and non-majors were significant at the .05 level for ACT math and ACT natural science. The nonmajors achieved higher grades in developmental English and technical math.

A derived reading estimate correlated with developmental English indicated the possibility of using the reading estimate in developmental English classes.

A STUDY OF BURNOUT LEVELS AMONG COMMUNITY COLLEGE ADMINISTRATORS

by

Steve E. Ellis, Ph. D.

North Texas State University, 1983

Major Professor: Dr. Bob W. Miller

This study examined the extent of job-related burnout among Dallas County Community College Administrators. The levels of burnout among the participants were assessed with the Maslach Burnout Inventory (MBI). This questionnaire seeks to measure the frequency and intensity of the three components of burnout--emotional exhaustion, depersonalization and lack of sense of personal accomplishment.

Some 83 per cent or 168 of the Dallas County Community College District administrators surveyed during the Spring semester, 1983, responded. In this study, participants were grouped in several ways--by levels of responsibility, campus or district location, line or staff function and personal demographic characteristics such as age, gender, number of years in the present position, number of cumulative years in administrative positions and span of control or size of work group supervised. Several comparisons were made with regard to these groupings and the levels of burnout recorded by each group.

The findings indicate that administrative staff burnout is not a significant problem in the D.C.C.C.D. While mean differences existed, no significant differences were found among the eight administrative group levels on any MBI sub-scale. Female administrators reported significantly higher levels on the Emotional Exhaustion subscale and lower levels of burnout on the Personal Accomplishment sub-scale than did male administrators. Older administrators recorded less burnout on the Emotional Exhaustion subscales than did younger staff members. An attempt to construct a predictor formula which would help identify potential burnout victims among college administrators met with limited success. The study identified successful coping and stress management techniques.

A STUDY OF BURNOUT LEVELS AMONG COMMUNITY COLLEGE ADMINISTRATORS

Recommendations based on the findings from the study included the following:

1. The D.C.C.C.D. should continue efforts to improve the quality of work life for all employees;
2. An exit interview designed to analyze the reasons why administrators leave their positions should be initiated;
3. Further study should utilize new and more effective assessment instruments and should include an expanded target population.

A STUDY OF LEADERSHIP COMPETENCIES FOUND TO RELATE TO
SUCCESSFUL DEVELOPMENTAL EDUCATION PROGRAMS IN
SELECTED TEXAS PUBLIC COMMUNITY COLLEGES

by

Lynn Borg Burnham, Ph.D.

The University of Texas at Austin, 1983

Supervising Professor: John E. Roueche

A main purpose of this non-experimental, qualitative dissertation study was to determine behavioral competencies of presidents, vice-presidents or deans of instruction, and program directors as those competencies related to successful developmental education programs in selected Texas comprehensive public community colleges.

Research methodology utilized the Behavioral Events Interview Technique (BEIT), an operant assessment technique based on the Critical Incident Technique. Data were gathered through a questionnaire issued to each subject and through personal interviews conducted with each subject. Interview format and data analysis were keyed to a series of twenty-seven leadership behavioral competencies validated in an earlier study.

Results of the study profiled leadership behavior in relation to successful developmental education programs. Presidents emerged as the generative force in the larger educational environment, conceptualizers who took initiative, set goals, and expressed concern for achievement. They had clear perceptions of the colleges' mission and goals and used personal influence and position power by encouraging team work, rewarding efforts, and delegating responsibility.

Vice presidents or deans were given to management control of daily tasks through directing subordinates, planning and organizing, and monitoring activity. When necessary, they became directive in order to encourage people to goal attainment. In working closely with people, they revealed

A STUDY OF LEADERSHIP COMPETENCIES FOUND TO RELATE TO
SUCCESSFUL DEVELOPMENTAL EDUCATION PROGRAMS IN
SELECTED TEXAS PUBLIC COMMUNITY COLLEGES

considerable interpersonal skills, such as resolving interpersonal conflicts, listening, and rewarding accomplishments.

Directors of developmental education were a blending of task and interpersonal competencies. They set goals, coached staff, and expressed concern that the program be adapted to meet changing student needs. They also encouraged teamwork and displayed intuitive and professional understanding of people's needs.

The significance of this study is threefold: It advances knowledge about the impact of multiple leadership behavior on the quality of curricular programs in public community colleges, a topic that is only beginning to be explored; it has potential for influencing the curriculum of higher education leadership programs by suggesting content that might be added for formal study; and it further validates critical incident/behavioral events theory as an empirically-based theory of leadership.

A QUALITATIVE APPROACH TO TEACHING PROBLEM SOLVING IN COLLEGE PHYSICS

by

William Cazort Moose
University of Houston, 1983

Dissertation Chair: Dr. Jacob Blankenship
Professor of Science Education

Problem and Purpose

Most physics courses are taught in a mathematically oriented quantitative manner. Though students often show concept achievement, they have great difficulty in applying these concepts to higher level, application-type problems. An undue emphasis on the mathematical aspect of problem solving often obscures the qualitative, conceptual foundations of the subject and leaves the students with little procedural knowledge to guide them as to when and how to use basic concepts and principles. This study sought to emphasize the qualitative aspects of physics in problem solving in order to determine if such an approach were as good as (or better than) the traditional quantitative method in preparing students to solve application level problems.

Procedures

An instructional program was developed covering topics of forces, work and energy, using symbols rather than numbers, drilling on the functional relationship of parameters, employing verbal solutions or solution outlines in a flow diagram form, and promoting generalization of results. Four sections of first-semester, calculus-based physics were used in this study for the experimental and control groups. Following four weeks of instruction, an hour exam consisting of complex, application-type problems and qualitative questions was administered.

A QUALITATIVE APPROACH TO TEACHING PROBLEM SOLVING IN COLLEGE PHYSICS

Results

The findings of this study were as follows:

- 1) The instructional treatment did prove to be as good as (or better than) the traditional method, but did not reach significance as an improvement.
- 2) Students who received instruction by the qualitative mode were less likely to drop the course than were those taught by the mathematically oriented, quantitative mode.
- 3) The math and logic evaluations given at the beginning of the semester each measured different components involved in problem solving.

Conclusions

Instruction emphasizing the qualitative aspects of physics produced problem solvers as good as those produced by a traditional quantitative approach. One instructor in this study obtained significantly better achievement from the experimental group ($p=.035$). Since mathematics and logical reasoning are important covariates with physics problem solving, they must be statistically controlled. The results of this research suggest that those receiving the qualitative instruction felt they had a better grasp on the fundamental concepts than did the control group because less than 8% of the experimental group dropped the course before the semester ended, whereas 25% of the control group failed to finish the semester.

Recommendations

- 1) Replication of this study should be done with a larger and more homogenous sample.
- 2) This study should be replicated for second-semester students to enhance the opportunity for the student to acquire more expert problem solving strategies and testing experience.
- 3) Research should be conducted, using an evaluation instrument consisting of a larger number of qualitative questions, to investigate the relationship between students' ability to answer qualitative questions about a problem situation and their achievement on mathematical solutions to complex problems.

EDUCATIONAL FREEDOM OF CHOICE:
ORIGINS OF VOCATIONAL SELECTION AMONG COMMUNITY
COLLEGE STUDENTS

by

Sandra Dale Eslinger Arky
University of Houston, 1982

Purpose of the Study

This study was, in part, a search for those "trigger mechanisms" which caused or motivated students who are enrolled at the Houston Community College System in vocational/technical courses to make such a choice in the first place. Students enroll in vocational/technical courses for particular and personal reasons.

This study sought to identify determining factors which influenced students in following a vocational/technical path, considering that they emerged from a public school system, kindergarten through grade 12, which is often designed for college bound youth.

One of the aims of this study was to learn what perceptions community college students had of their own freedom to select curriculum in a secondary school environment, and of the availability of vocational/technical training in high school.

Procedures

Two thousand students enrolled in vocational/technical courses at the Houston Community College were chosen randomly from particular vocational areas. The areas selected correspond to similar vocational course offerings in public high schools.

Data was collected and summarized by frequencies of responses. Data was further summarized by a crosstabulation of responses. Data was tabulated and reported in frequency tables according to number and percentages.

EDUCATIONAL FREEDOM OF CHOICE:
ORIGINS OF VOCATIONAL SELECTION AMONG COMMUNITY
COLLEGE STUDENTS

Major Findings

Major findings of this study are based on an 86.5 percent return of questionnaires numbering 1,731 students surveyed at Houston Community College System in April, 1982.

1. Students enrolled in vocational/technical courses mostly to develop a new career or for career promotion.

2. Most students enrolled in high school vocational courses to either "plan a career" or to "learn a skill for its own sake."

3. When in high school, students did not enroll in vocational/technical courses either because they were required to take academic courses, or to a lesser degree, they had not developed an occupational interest.

4. Most students would welcome an opportunity to take a vocational aptitude test if the opportunity were offered.

5. Most American born students did not approve of state authorities being empowered to make assignments of schools to students; however, most of those born out of America approved of authorities being empowered to make school assignments.

6. Students reported that they would have welcomed an opportunity to enroll in a "magnet vocational high school," had it been available.

7. Most students had no previous knowledge of educational vouchers, but, given an opportunity, they would have liked to have been able "to bid" on a high school of their choice.

Recommendations for Further Study

1. Are future consumers of education likely to remain passive regarding delivery of education from a compulsory state run system?

EDUCATIONAL FREEDOM OF CHOICE:
ORIGINS OF VOCATIONAL SELECTION AMONG COMMUNITY
COLLEGE STUDENTS

2. Can the private sector deliver vocational/technical education as well as or better than public educational delivery system?
3. Can vocational/technical education be made more cost effective and motivating with competition from private skill centers?
4. Will taxpayers continue to support their public school system via ad valorem taxation and general support?
5. Can an unrestricted system of educational vouchers provide a path to a more effective alternative vocational/technical education delivery system?
6. This study will provide data for community college planning and articulation projects with independent school districts. It is intended to assist in curriculum planning and future forecasting of enrollment in vocational areas in community colleges whose main thrust is vocational rather than academic.

HISTORICAL DOCUMENTARY OF SOCIO-POLITICAL AND
SOCIO-ECONOMIC FACTORS IN CREATING
HOUSTON COMMUNITY COLLEGE (1967-1971)

by

Marilynn Back Liddell
University of Houston, 1982

Dissertation Chair: Dr. John C. Croft

The purpose of this study was to examine and analyze the relationship of socio-political and socio-economic variables to the decision-making processes leading to the formation of Houston Community College. Specifically, it deals with factors of (1) legislative statutes, (2) political potency, (3) industrialism and multiculturalism and (4) economics as they influence the processes of decision-making.

Research was subdivided into factual, historical data and into the phenomenological interpretation of events that led to the creation of Houston Community College. As a historiography, the majority of data relied on primary sources such as official documents, minutes and personal correspondence. From a phenomenological perspective, the interviews were conducted with individuals who were instrumental in the formation of Houston Community College. These interviews were used as the basis for the analysis and the interpretation of each respondent's role and perspective regarding creation of the college.

The most significant findings of the study were:

- 1) The legislative statutes served more as procedural guidelines than restraints.
- 2) Political potency was centered around a power elite, committed to the creation of Houston Community College and providing direction in decision-making matters;
- 3) The increased density of population of Houston, especially unskilled minorities, combined with the industrial progress of Houston, heightened the need for a community college;

HISTORICAL DOCUMENTARY OF SOCIO-POLITICAL AND
SOCIO-ECONOMIC FACTORS IN CREATING
HOUSTON COMMUNITY COLLEGE (1967-1971)

- 4) Economics was the principle concern regarding decision-making issues.

Implications for other cities contemplating a community college included consideration of the needs of the community and cooperation of all parties involved in the decision-making process.

PERCEPTIONS OF SELECTED COMMUNITY COLLEGE PARENT
CAMPUS, ADMINISTRATORS, ACCOUNTABLE FOR BRANCH CAMPUSES
CONCERNING THE DESIRABLE FUNCTIONS AND
RESPONSIBILITIES OF COMMUNITY
COLLEGE BRANCH CAMPUSES

by

John Richard Bond, Ed.D.
East Texas State University, 1983

Advisor: James W. Tunnell, Ed.D.

Purpose of the Study

The purpose of this study was to determine whether there are statistically significant differences in the perceptions of community college administrators regarding the desirable functions of branch campuses.

Procedure

The study analyzed administrators' responses to a questionnaire mailed to selected junior/community colleges in the Southern Association of Colleges and Schools. Analysis of variance was applied to test hypotheses with the .05 level of significance used as the point of rejection. When an F ratio reached the level of significance, a t-test was used to determine where the significance existed.

Findings

Six research hypotheses were analyzed. Results indicated no significant differences were found that would allow rejection of the hypotheses.

Specific findings were:

1. There were no significant differences in administrators' perceptions of branch campus functions and responsibilities.
2. There were no significant differences in administrators' perceptions of branch campus functions and responsibilities regarding administrative titles of respondents.

PERCEPTIONS OF SELECTED COMMUNITY COLLEGE PARENT
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COLLEGE BRANCH CAMPUSES

3. There were no significant differences in administrators' perceptions of branch campus functions and responsibilities regarding years of administrative experience of respondents.

4. There were no significant differences in administrators' perceptions of branch campus functions and responsibilities regarding enrollments of main and branch campuses.

5. There were no significant differences in administrators' perceptions of branch campus functions and responsibilities regarding populations of main and branch locations.

6. There were no significant differences in administrators' perceptions of branch campus functions and responsibilities regarding proximities of main and branch locations.

Conclusions

Based on the limitations of this study, the conclusions were:

1. Branch campus personnel should be involved in policy-making, budgeting, course selections, faculty selection, textbook selection, registration, and faculty evaluation; be responsible for maintaining records on enrollment, tuition and fees, book sales, class additions and deletions, and class attendance; be dependent on parent campuses regarding control and administration.

2. Branch campus facilities and services should not be as extensive as those at the parent campus.

3. Local part-time branch campus instructors should neither be given priority over full-time campus faculty in making teaching assignments nor be involved in curriculum or textbook selection.

4. Faculty evaluation at the main and branch campuses should involve the same criteria.

5. Admission standards should be the same at all campuses.

RELATIONSHIP BETWEEN SELF-ACTUALIZATION AND TEACHING
EFFECTIVENESS IN SELECTED GROUPS OF
COMMUNITY COLLEGE INSTRUCTORS

by

Veneta Bond Edwards, Ed.D.
East Texas State University, 1983

Advisor: Robert G. Munday

Purpose of the Study

The major purpose under investigation was the degree of relationship between self-actualization and teaching effectiveness in selected groups of full-time, academic community college teachers. Also of concern was this relationship according to the variables of gender, community college division, age, ethnicity, and educational level achieved. A final variable was the size of the community college in which the subjects were employed.

Procedure

By using validated survey instruments specifically developed for the study of self-actualization and teaching effectiveness, data were collected to test the major hypothesis and the sub-hypotheses. Pearson product-moment correlation coefficients and a t-test for significance were applied to test the major hypothesis and the sub-hypotheses. The .05 level of significance was used as the point of rejection.

Findings

In order to analyze the degree of relationship between self-actualization and teaching effectiveness, a major null hypothesis and seven null sub-hypotheses were stated. Each of these hypotheses was analyzed to determine whether or not a significant difference existed between self-actualization and teaching effectiveness for a selected group of full-time, academic community college teachers. When the Pearson product-moment correlation coefficients and the t-test for significance were computed, the major

RELATIONSHIP BETWEEN SELF-ACTUALIZATION AND TEACHING EFFECTIVENESS IN SELECTED GROUPS OF COMMUNITY COLLEGE INSTRUCTORS

hypothesis and sub-hypotheses relating to the relationship between self-actualization and teaching effectiveness surpassed the .05 level of significance. Therefore, the major null hypothesis and the seven null sub-hypotheses were rejected.

Conclusions

The major conclusion of this investigation was that there is a very high degree of relationship between self-actualization and teaching effectiveness for selected groups of full-time, academic community college teachers. Female and male community college instructors have a very high degree of relationship between self-actualization and teaching effectiveness. However, the relationship is slightly higher for males. There is a very high degree of relationship between self-actualization and teaching effectiveness for teachers in science and technology, business and management, social and behavioral science, and humanities. However, the relationship is slightly higher for teachers in business and management. There is a very high degree of relationship between self-actualization and teaching effectiveness for teachers 25-35, 36-46, and 47-57 years of age. There is a substantial degree of relationship for the teachers 58-68 years of age. There is a very high degree of relationship between self-actualization and teaching effectiveness for white and non-white teachers. However, the relationship is slightly higher for the white teachers. There is a very high degree of relationship between self-actualization and teaching effectiveness for teachers with bachelor's/master's degrees and teachers with doctor's degrees. However, the relationship is slightly lower for teachers with a doctor's degree. There is a very high degree of relationship between self-actualization and teaching effectiveness for teachers employed in small, medium, and large community colleges. However, the relationship is slightly higher for the teachers in the small community college.

THE IDENTIFICATION OF FACTORS RELATED TO
RETENTION OF HISPANIC STUDENTS IN
A COMMUNITY COLLEGE

by

Audrey McCool
Texas Tech University

Major Professor: Dayton Y. Roberts, Ph.D.

The purpose of this study was to identify factors related to Hispanic students' achievement of their educational objectives within a community college environment. A further purpose was the determination of commonalities and/or differences among such factors in comparison to other subgroups of the sample population. Other subgroups included were white, non-Hispanic, male, and female students.

The study was a correlative/predictive study designed to look at relationships between variables. The study incorporated analysis of variance techniques, such as factor analysis, multiple regression, and simple regression to identify the relationships between variables and to determine the extent to which the variance of the dependent variable, achievement of the students' educational objectives, was explained by these relationships.

Five distinctive sets of independent variables were identified which significantly related to the students' achievement of their educational objectives. A set was obtained for the sample as a whole, for the Hispanic, the white, non-Hispanic, the male, and the female subgroups. A regression equation was also obtained for each of these sets which indicated the relationship of these variables to the students' achievement of their educational objectives.

Only nine of the original twenty independent variables appeared in these variable sets, although one of the variables represented a composite of six

THE IDENTIFICATION OF FACTORS RELATED TO
RETENTION OF HISPANIC STUDENTS IN
A COMMUNITY COLLEGE

of the original variables that had been found to cluster together as a result of the factor analysis process. Only two of these variables appeared in all five of the equations, and two others appeared in only one set.

The two variables which appeared in all five variables sets generally accounted for a substantial portion of the observed variance. These two variables were concerned with positive or negative reasons for student withdrawal and with the students' satisfaction with their college learning experiences.

The conclusions drawn from this study indicate that there are factors which are related to students' success in their achievement of educational objectives. Further, while there are some inconsistencies among these factors in their impact on the various subgroups of the student population, there are also many differences among the factors which impact on the different groups. The most similarities seemed to occur between the Hispanic and the female subgroups that are minority populations.

The emphasis placed by all groups on their satisfaction with their educational experiences would serve to underscore the need for post-secondary educational institutions to look closely at the quality at the educational experience being provided within the institution. The findings of the study would seem to imply that, if students are able to overcome obstacles to their education, such as financial restraints or other such non-academic restraints, they are then most interested in engaging in a quality educational experience. If they do not encounter what they perceive to be such a quality experience, they are then quite likely to withdraw from the institution and fail to complete their educational objectives.

THE IMPLEMENTATION OF FACULTY EVALUATION TECHNIQUES:
THE STATE OF THE ART

by

Francis J. Renz

The University of Texas at Austin, 1983

Supervising Professor: Donald T. Rippey

Performance evaluation has emerged as an integral part of realizing accountability in the two-year colleges. To determine the current status of the practice of formally evaluating full-time faculty in public two-year colleges, a national survey was conducted at The University of Texas. Further, an identification of the most satisfactory practices was sought so that discrepancies could be detected and recommendations be made.

Based on analysis of the survey data, it was found that many of the evaluation elements of a theoretical systems model developed from the literature are those also practiced in some form by the colleges sampled. Current evaluation systems seem to have the following characteristics: substantial input of the college constituency; emphasis on improvement of instruction; and comprehensive in scope and procedure although varied in approach. Satisfactory systems appear to be those that are accepted based on their credibility.

III

DISSERTATION/THESIS TITLES

DISSERTATION/THESIS TITLES

Submitted by

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- Bauske, David Redmond. 1983, The University of Texas at Austin
Professor: John E. Roueche
A Critical Analysis and Evaluation of Faculty Development Program
Outcomes in Community Colleges in the U.S.
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Professor: John E. Roueche
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Student Persistence in a Community College Environment
- Raney, Carol A. 1983, The University of Texas at Austin
Professor: Donald T. Rippey
Evaluation of Staff Development Training Effectiveness in Selected
Community Colleges

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